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ABSTRACT

South Carolina's migrant programs offered educational opportunities for migratory children during the regular school year and the summer months. The intrastate programs primarily served migratory children whose home-base was South Carolina during the regular school year. During the summer, the interstate programs served children primarily from other states. During fiscal year 1974-75, 1,656 interstate and 94 intrastate migrant children were served. Two centers, serving both intrastate and interstate children, operated during the regular school year in Allendale and Dillon Counties, providing primarily tutorial services in the basic skills. During the summer, 14 education centers for migratory children, located in 10 school districts, served 1,421 migrant students. These students, ages 3-21, were from 21 home-base states. Approximately 75 percent of the students enrolled in the interstate programs were of Spanish American descent. This evaluation report presents data prepared by utilizing data from the Migrant Student Record Transfer System and data submitted by the migrant centers, and by monitoring reports by the South Carolina Department of Education personnel. Topics covered are: exemplary projects, teacher/pupil ratio, coordination with other programs, inservice training, dissemination, community involvement, interstate cooperation, and supportive services. (NQ)

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MIGRANT ANNUAL EVALUATION REPORT

FY 1975

Prepared by

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Columbia, South Carolina
November, 1975

RC009065

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INTRODUCTION

South Carolina's Migrant Programs offer educational opportunities for migratory children during the regular school year (September through May) and during the summer months (June through August) when the regular school programs are not in operation. The programs that are operated during the regular school year serve migratory children primarily whose home-base is South Carolina. These programs hereafter will be referred to in this report as Intrastate Programs. The programs operated during the summer serve children primarily from other states. These programs hereafter will be referred to in this report as Interstate Programs.

Two centers operated during the regular school year in Allendale and Dillon Counties. These counties are mainly agricultural,and migrant employment is seasonal. The centers serve both intrastate and interstate migratory children. Since these centers were in operation during the regular school year, the program consists primarily of tutorial services in the basic skills.

During the summer of 1975, fourteen education centers for migratory children, located in ten school districts, served 1,421 migrant students. These students, ages 3-21, came from 21 home-base states (see Table I-1).

Eighty percent (80%) of the students enrolled in South Carolina's interstate program follow the eastern migrant stream. Since 1974, there has been a continuous increase in the number of migratory students entering South Carolina from the central migrant stream. Approximately seventy-five percent (75%) of the students enrolled in the interstate programs were of Spanish-American descent.

The migrant populations which settled in the southeastern areas of the state during the summer picked tomatoes, cucumbers, and other truck farm products. Those settling in the north and western areas of the state picked peaches and apples.

Table I-2, on page 4, lists the school districts which operated programs during FY 1975. The location of each center is identified by number on the map provided on page 5.

The evaluation report which follows was prepared by utilizing data from the Migrant Student Record Transfer System and data submitted by migrant centers, and by monitoring reports by the South Carolina Department of Education personnel.

TABLE I-1

HOME-BASE STATES OF MIGRANTS ENROLLED IN SOUTH CAROLINA INTERSTATE PROGRAMS

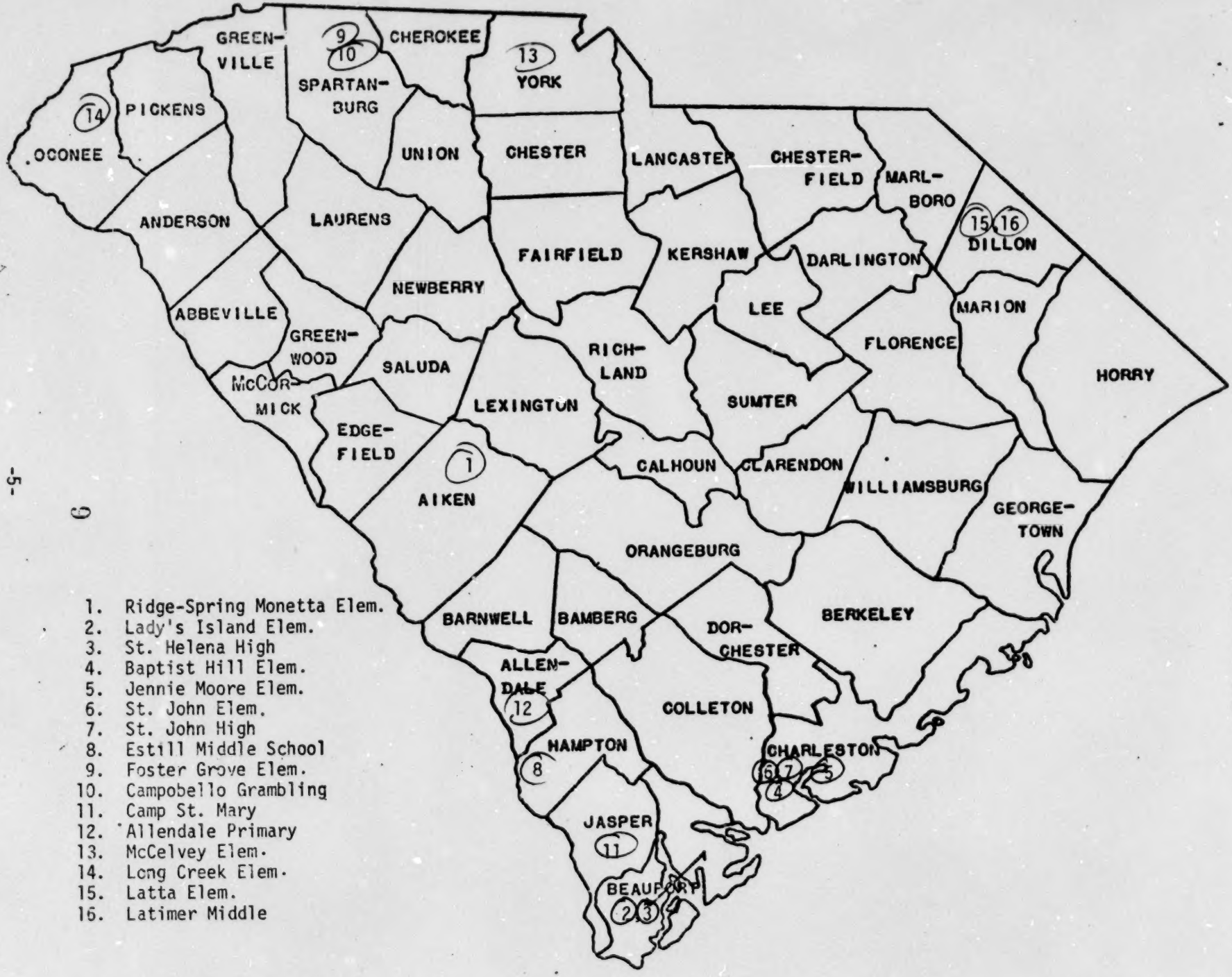
State	Number Enrolled
Alabama	3
Arizona	2
Florida	1153
Georgia	11
Illinois	1
Indiana	3
Kentucky	5
Louisiana	1
Maryland	2
Massachusetts	1
Michigan	4
Mississippi	5
Missouri	7
Nebraska	2
New Jersey	18
New York	6
North Carolina	3
Ohio	5
Pennsylvania	6
South Carolina	92
Texas	327

TABLE I-2

NUMBER OF STUDENTS ENROLLED IN EACH MIGRANT CENTER BY DISTRICT

District	Enrollment
Aiken	95
Allendale	90
Beaufort	454
Charleston	516
Hampton	71
Jasper	35
Oconee	19
Spartanburg #1	141
Spartanburg #2	215
York #1	20
*Allendale	27
*Dillon #3	67
TOTAL	1,750

* Intrastate Migrant Centers



1. Ridge-Spring Monetta Elem.
2. Lady's Island Elem.
3. St. Helena High
4. Baptist Hill Elem.
5. Jennie Moore Elem.
6. St. John Elem.
7. St. John High
8. Estill Middle School
9. Foster Grove Elem.
10. Campobello Grambling
11. Camp St. Mary
12. Allendale Primary
13. McCelvey Elem.
14. Long Creek Elem.
15. Latta Elem.
16. Latimer Middle

TABLE I-2 cont.

I. Exemplary Projects

During FY 1974-1975, the South Carolina Department of Education developed a plan for curriculum improvement designed to make a quantum leap in improving educational opportunities for migratory children enrolled in the State's interstate program. The plan provided for the implementation of a uniform criterion-referenced reading and mathematics program in the fourteen centers.

The reading program consisted of the "Pre-Reading Skills Program," published by Encyclopedia Britannica Educational Corporation (EBEC), and the "Power Reading Program," published by Winston Press. The mathematics program consisted of the "Developing Mathematical Processes," published by Rand McNally and Company, and the "Individualized Mathematics System," published by Ginn and Company. A brief description of each program follows.

THE PRE-READING SKILLS PROGRAM (PRS)

This program teaches five basic skills necessary for learning to read effectively; three are visual skills and two are sound skills:

-Attending to Letter Order

-Attending to Letter Orientation

-Attending to Word Detail

-Sound Matching

-Sound Blending

Beginners can learn these five basic skills, step by step, in just twenty-five minutes a day. The program is completely structured, yet flexible.

Emphasis is on individual and small group instruction, with much of the teaching accomplished through games and other highly motivating activities.

POWER READING SYSTEM
A DIAGNOSTIC/PRESCRIPTIVE APPROACH

"The Power Reading System" enables teachers to individualize reading instruction within the constraints of any teaching plan. The components of "The Power Reading System" are designed to meet the reading needs of students in grades 1-12. There are 195 specific objectives in "The Power Reading System." Different reading skills are identified for each of the three Power Reading Kits: Power Reading 1 (grades 1-3), 46 skills; Power Reading 2 (grades 4-6), 68 skills; and Power Reading 3 (grades 7-12), 81 skills. The following steps describe how this program is managed:

1. Diagnosis
   - A. "Criterion-Referenced Reading Survey Test"
2. Prescription
   - A. What student must do
   - B. How he must do it
   - C. How well he must do it
3. Assessment
   - A. Accountability data
4. Record Keeping
   - A. Group ledger
   - B. Individual checklist

DEVELOPING MATHEMATICAL PROCESSES (DMP)

The readiness level of Developing Mathematical Processes (DMP) is being used for migratory children who need the mathematics readiness program. The program consists of activities which are administered to small groups and/or individuals. Level K contains fourteen topics which deal with describing, classifying, ordering, equalizing, etc., physical objects.

INDIVIDUALIZED MATHEMATICS SYSTEM (IMS)

The Individualized Mathematics System (IMS) is used for students who are functioning beyond the readiness level. IMS consists of approximately 400 skills and concepts that are written in behavioral terms. Color coded laminated skill folders which contain laminated work pages and suggested activities are available for each skill. A management system and assessment instruments for individualizing an instructional program are an integral part of the program. Seminars and manipulative devices, along with other resources, are used to enhance student learning of mathematical concepts and skills.

The criterion reading and mathematics programs were initiated by utilizing the services of the State Department of Education Reading and Mathematics Consultants.

Part-time consultants were employed by the State Department of Education to work in migrant centers with the reading and mathematics teachers. Prior to the implementation of the programs, the consultants and teachers received in-service training at the state level from individuals who had experience in the utilization of these materials. Classroom teachers also received local in-service by consultants.

II. Children Served

The estimated number of migrant children to be served during FY 1975 was 1,500. The actual number of migrant children served was 1,750. This was 250 children more than projected. Of this number, 1,656 were classified as interstate. The remaining 94 were classified as intrastate.

The number of migrant students participating in the South Carolina Migrant Program by age groups in intrastate and interstate programs is given in Table II-1 below.

TABLE II-1

MIGRANT STUDENT PARTICIPANTS BY AGE

Ages	Regular	Summer	Total
Day Care (under 3)		235	235
3		145	145
4		131	131
5		107	107
6	3	110	113
7	9	100	109
8	8	105	113
9	16	93	109
10	22	118	140
11	3	72	75
12	5	68	73
13 and older	28	372	400
Total	94	1,656	1,750

Table II-2 on page 11, and Table II-3 on page 12, illustrate the number of students participating by instructional level and by type of educational service. As depicted in Table II-1 on page 9, elementary students in intrastate programs received instruction in Reading/Language Arts and Mathematics and received supportive services in the areas of attendance, health, and psychological services.

The major emphasis of the interstate instructional programs was instruction in the area of reading and mathematics. The reading and mathematics curricula consisted of two programs as identified on pages 6-8. Students also received instruction in art, music, social studies, science, and health and physical education. In addition to instructions in the subject areas, students were recipients of a wide variety of supportive services at all instructional levels.

Table II-4 (intrastate) and Table II-5 (interstate) on pages 13 and 14, respectively, show expenses incurred in the implementation of activities for migrant programs. In both the intrastate and interstate programs, a large portion of the total expenditures was for the implementation of reading and mathematics activities.

TABLE II-2

(Intrastate)

NUMBER OF STUDENTS BY INSTRUCTIONAL LEVEL PARTICIPATING IN EDUCATIONAL SERVICES FOR MIGRANT STUDENTS

	Number of Students by Educational Level			
Educational Area	Pre-School	Kindergarten	Elementary	Secondary
Reading and Language Arts			94	
Mathematics			67	

NUMBER OF STUDENTS BY INSTRUCTIONAL LEVEL RECEIVING SUPPORTIVE SERVICES FOR MIGRANT STUDENTS

Supportive Service	Pre-School	Kindergarten	Elementary	Secondary
Attendance			94	
Health			94	
Psychological			67	

TABLE II-3

(Interstate)

NUMBER OF STUDENTS BY INSTRUCTIONAL LEVEL PARTICIPATING IN EDUCATIONAL SERVICES FOR MIGRANT STUDENTS

Educational Area	Number of Students by Educational Level			
	Pre-School	Kindergarten	Elementary	Secondary
Reading and Language Arts	129	173	639	89
Mathematics	129	173	629	39
Art	152	172	623	37
Music	152	158	579	37
Health, Education and Recreation	164	158	649	204
Social Studies, Natural Science, and Other Academic Areas	72	125	461	257
Pre-Vocational and Vocational			146	155
Other	96			

NUMBER OF STUDENTS BY INSTRUCTIONAL LEVEL RECEIVING SUPPORTIVE SERVICES FOR MIGRANT STUDENTS

Supportive	Pre-School	Kindergarten	Elementary	Secondary
Guidance and Counseling	106	109	277	29
Attendance	239	158	562	269
Health	254	159	556	139
Pupil Transportation	311	201	691	238
Food	321	201	703	268
Clothing	248	104	406	202
Library	133	175	637	47
Psychological	27	19	29	24

TABLE II-4

(Intrastate)

EXPENDITURES BY INSTRUCTIONAL AREA, SUPPORTIVE SERVICE AND OTHER SERVICES

Instructional Areas	Expenditures	% of Total Expenditures
Reading and Language Arts	21,419.01	53.96
Mathematics	9,051.00	22.80
Supportive Services		
Attendance	1,500.00	3.78
Health	1,153.68	2.90
Other - In-service, etc.	1,623.61	4.09
Other Services		
Administration and Supervision	950.00	2.40
Maintenance and Operation	3,994.58	10.07
Total Expenditures	39,691.88	100.00%

TABLE II-5

(Interstate)

EXPENDITURES BY INSTRUCTIONAL AREA, SUPPORTIVE SERVICE AND OTHER SERVICES

Instructional Areas	Expenditures	% of Total Expenditures
Reading and Language Arts	$ 42,310.98	11.30
Mathematics	32,195.82	8.60
Art	6,540.69	1.75
Music	3,426.35	.91
Pre-Vocational and Vocational	25,862.04	6.90
Health, Recreation and Education	11,829.20	3.16
Social Studies, Natural Science and Other Academic Areas	8,134.23	2.17
Other (Salaries, FICA,Kindergarten, Pre-school)	99,831.97	26.65
Supportive Services		
Attendance	14,013.35	3.74
Health	14,602.96	3.90
Pupil Transportation	25,231.48	6.74
Food	12,582.97	3.36
Clothing	3,966.49	1.06
Library	5,361.75	1.43
Other (In-service, etc., indirect cost)	21,601.75	5.76
Other Services		
Administration and Supervision	37,910.35	10.12
Maintenance and Operation	9,178.18	2.45
Total Expenditures	$374,579.81	100.00%

III. Teacher/Pupil Ratio

When the total enrollment and total staff of all centers were examined, these ratios were found:

Intrastate -	teacher/pupil ratio	1/31
	teacher aide/pupil ratio	1/47
	teacher and teacher aide/pupil ratio	1/16
Interstate -	teacher/pupil ratio	1/7
	teacher aide/pupil ratio	1/14

The ratios for the interstate program are averaged over the entire summer. It would be very misleading to regard these findings as typical or a situation to be found in any given classroom. There was wide variety in attendance patterns in centers, and in the length of enrollment of individual children, and in the numbers of children enrolled at any given time. Although the ratios for the interstate program are low, overcrowding is sometimes a problem.

IV. Coordination With Other Programs

A concerted effort was made at the State and local level to coordinate the migrant program with other programs and agencies serving migrant children. When it was determined that another agency could provide services to the migrant children, the agency was contacted by a representative of the State program and their services were used.

The State's Title I Migrant Supervisor serves on the Governor's commission on migrants (South Carolina Migrant Farm Workers Commission). He also serves as a board member for two private agencies: the South Carolina Commission for Farm Workers and the South Carolina Resources Development Corporation. The main purpose of these agencies is to provide needed services to migrants.

The South Carolina Commission for Farm Workers and the South Carolina Resources Development Corporation sponsor day care programs for migrant children between the ages of 0-3 years. These programs are operated in cooperation with the State's migrant education programs.

A breakdown of agencies and types of services rendered to migrant centers are as follows:

U. S. Department of Agriculture Food Program

Reimbursement for breakfasts and lunches provided migrant children

County Health Agencies

Dental education including toothbrush kits

Immunizations and physical examinations

Family planning and hygiene instruction

Civic Organizations

Interdenominational Ministerial Association

Clothing

Hygiene supplies

Shoes

Craft supplies

Day care center volunteers

Adult evening religious and recreational activities

County Welfare Agencies

Food stamps

Transportation in emergency situations back to home-base

Services of outreach worker

Medical Aid to Indigent Families

Medical clinics

Emergency room services at local hospitals

South Carolina Commission for Farm Workers

Sponsored day care programs

Helped families to secure food stamps

Assisted families in securing medical services

Neighborhood Youth Corps

Aides for lunchroom

Maintenance

South Carolina Resource Corporation

Sponsored day care centers

Helped families to secure food stamps

Contributed clothing

Assisted families in securing medical services

Assisted in the location of migrant children

Carolina Community Action

Psychological Services

Food

Churches

Volunteers for day care program

Guidance services

Food services

Clothing

The outcome of all these efforts has produced positive results including:

1. More effective recruitment of students
2. More comprehensive services for migrant children
3. Coordination of day care centers in cooperation with other agencies

V. In-service Training

There were two major phases of training provided for the staffs of migrant centers: pre-service in curriculum and administrative procedures prior to the beginning of the program, and in-service in curriculum and record-keeping while the project was in progress.

A State In-service Workshop was held on May 2-3, 1975. The purposes of this two-day session were to orient all staff members in the scope and philosophy of the State's program, to review management procedures, to review procedures for recording data for the Migrant Student Record Transfer System, and to provide in-service for reading and mathematics teachers in the prescribed curriculum. Following this meeting, local in-service sessions were scheduled prior to the opening of the centers in order to meet the specific needs of local staffs.

During the summer of 1975, while each center was in operation, reading and mathematics consultants provided in-service for the teachers on a continuing basis. Each center received the services of a consultant a minimum of one day per week. The duties of these consultants were:

1. To provide technical assistance as needed.
2. To monitor the program and provide feedback for planning purposes.
3. To assist with record-keeping and to assure the accuracy of test data.

The reading and mathematics consultants submitted weekly written reports to the State Department of Education. These reports served the following purposes.

1. They identified the areas in which the most extensive in-service was needed.
2. They identified problems and made possible immediate remediation and/or intervention by the State Department of Education or local director.
3. The reports facilitated future planning by pinpointing weaknesses and procedural problems.
4. The reports enabled State Department of Education personnel to verify the accuracy of records maintained in the centers.

The major tasks performed by consultants, the total number of observations related to each task, and the number of problems reported pertaining to each task are shown in Table V-1 on the following page.

TABLE V-1

COMPOSITE OF CONSULTANT REPORTS

Task	Total # Observations	Total # Problems	% of Total Observations	% of Total Problems
Assisting in program implementation (group session or individual)	116	66	20.7%	48.9%
Reviewing or assisting in use of equipment and materials	206	18	36.7%	13.3%
Verifying and assisting in record-keeping	225	35	40.1%	25.9%
Responding to specific request or need, or follow-up of observed identified problem	16	16	2.5%	11.9%

The consultants devoted approximately the same proportion of time to the various tasks in all centers, with the exception of special problems (task #4) which were concentrated in only three or four centers. In like manner, the problems reported in relation to the first three tasks were concentrated in the same three centers. The proportion of observations related to each aspect of program implementation and the frequency of occurrence of problems in each area are shown in Table V-2.

TABLE V-2

ASSISTING IN PROGRAM IMPLEMENTATION

	Observed	Percentage of Total Observations	Number of Problems Encountered	Percentage of Problems Encountered
Was pre-test given?	55	12.6%	9	13.6%
Are pre-test results being implemented properly?	49	11.2%	9	13.6%
Are program materials being utilized properly?	44	10.1%	8	12.1%
Are seminars being conducted?	17	3.9%	3	4.5%
Have individual prescriptions been written in accord with pre-test results?	45	10.3%	11	16.7%
Are printed materials being used effectively?	29	6.7%	2	3.0%
Are manipulative devices being used effectively?	30	6.9%	3	4.5%
Are other materials being used for reinforcement?	43	9.9%	6	9.1%
Is grouping used appropriately?	40	9.2%	4	6.1%
Is teacher aide following appropriate role?	45	10.3%	5	7.6%
Is there good student/teacher rapport?	39	8.9%	6	9.1%

The consultants submitted additional weekly reports on the usage of curriculum materials and the maintenance of records. The most common problems reported in these areas were failure to use the recommended materials and general inaccuracy of the records. Specific problems were identified by the consultants, and in all cases the consultants were able to alert the local administration to problems or to notify the appropriate State Department of Education personnel. All consultants made recommendations for avoiding the problems for the following year.

To summarize, the in-service appeared to be effective in that it accomplished the purposes for which it was planned. The administrative arrangement provided constant feedback to the State Department of Education in addition to familarizing teachers with needed curriculum techniques. The consultants' input provided much detailed information which served as a basis for planning next year's program.

VI. Non-Public School Participation

A. Describe how non-public school children participated in the program.

1. Intrastate Programs. Neither of the two districts with intrastate migrant centers had eligible non-public schools.

2. Interstate Programs. No private schools were operational during the summer in the districts with migrant centers. However, the Jasper County migrant center was housed at Camp St. Mary which is supported by Catholic charity organizations. The center served forty-one children.

VII. Dissemination

Table VII-1 on the following page describes the techniques used by LEAs in the intrastate and interstate migrant programs in the dissemination of information.

TABLE VII-1

TECHNIQUES USED IN DISSEMINATION OF
INFORMATION AND FREQUENCY OF USE

Techniques and Methods of Disseminating Information	Percentage of Centers Using Methods or Techniques	
	A Interstate	B Intrastate
Presentation of information and data in staff meetings	100%	100%
News releases and feature stories in newspapers	70%	50%
In-service training (workshops, seminars, etc.) conducted for migrant staff	100%	50%
Newsletter to staff members	60%	0%
Presentation of information and data in public meetings and community groups	90%	100%
Open house	60%	100%
Conducted tours for local citizens	80%	50%
Presentation of information and data over the radio	20%	0%
Publications for local community distribution	30%	50%
Descriptive reports sent to Superintendent of Public Instruction	50%	0%
Brochures or pamphlets	30%	0%
Special Television Coverage	20%	0%

Techniques which were used only once: a slide presentation, a scrapbook on display at center, newsletter to parents, and house and camp visits.

VIII. Community Involvement

A. Parent participation

The centers indicated that migrant parents were involved in migrant programs in the following ways:

1. Caring for children below three years of age who were enrolled in the Day Care Nurseries.
2. Serving as interpreters for Spanish-speaking children.
3. Securing information and signatures from other parents for the enrollment applications.
4. Acting as teacher aides.
5. Participating in field trips, cookouts and picnics.

In addition to the direct involvement in the educational programs, several districts, in cooperation with civic, church, other state and federal agencies, provided evening recreational, religious, health clinics, and family training programs for migrant parents.

B. Volunteer participation

Volunteers were utilized in the majority of migrant programs. Some of the ways in which the volunteers were utilized included:

1. Caring for young children in the Day Care Nurseries. (Many of the volunteers in the Day Care centers in South Carolina were persons from church organizations.)
2. Locating migrant families.
3. Acting as teacher aides.
4. Collecting clothing.
5. Assisting in supervision of the playground and lunchroom activities.

6. Providing reading materials.

7. Securing information on migrant students and preparing materials for them.

IX. Program Effectiveness

There were three major indicators of the effectiveness of programs: the utilization of services offered, test data, and narrative reports from local personnel.

The extensive utilization of supportive services offered migratory workers and their families suggested that these services were needed. Earlier sections of this report have described the supportive services offered such as, guidance, medical and dental, food and clothing, and the number of people served. (See page 12.)

The test data for the interstate program report were derived from the criterion-referenced tests which were keyed to the curriculum packages described on pages 6-8. Due to the short time span between pre-test and post-test, the usual norm-referenced tests were not suitable. It would have been impossible to show a gain over such a short period of time. Additionally, the amount of time that various students spent in the program was varied. Therefore, the most meaningful reporting is the average number of skills mastered for each week spent in the program. To provide the reader with a reference point and insight into the significance of the data, the initial placement of the students is given as well as samples of skills which were mastered.

When validity was questionable, test data were eliminated from the analysis. As described on pages 18 and 19, the consultants monitored programs and record-keeping methods. These reports were used to

identify invalid test data. Data were compiled only for students who were enrolled five days or more. Several days were required for testing and placement, and for orienting the student in the procedures of the program. Therefore, including students enrolled for very short periods of time would have misrepresented the accomplishments of the program. There were a total of 166 students eliminated from the DMP and IMS analysis, and 71 were eliminated from the PRS, Power I and Power II analysis.

The average and median number of days present for a random sample of students are given below in Table IX-1. These data apply only to those students whose test scores were compiled for Tables IX-2 and IX-3.

TABLE IX-1

NUMBER OF DAYS STUDENTS WERE IN ATTENDANCE
AT MIGRANT CENTERS

Centers	Average Days Attended	Median Days Attended
Allendale Primary	19.26	19.00
Ridge Spring-Monetta	15.26	12.00
Lady's Island Elementary	14.06	16.00
Jennie Moore Elementary	15.80	15.50
St. John's Elementary	11.50	9.50
Baptist Hill Elementary	10.10	9.50
Estill Elementary	19.40	21.00
Camp St. Mary	11.41	11.50
Campobello-Gramling	19.03	21.00
Carlisle Elementary	21.40	24.50
McCelvey Elementary	25.23	26.50
Composite	16.58	16.00

The number of students enrolled in each instructional program are given below in Table IX-2 by center and by program. When fewer than five students were enrolled in a program, the entry has been left blank.

TABLE IX-2

NUMBER OF STUDENTS ENROLLED IN EACH PROGRAM BY CENTER

Centers	MATH		READING		
	DMP	IMS	PRS	PR I	PR II
Allendale Primary	4	55	15	21	31
Ridge Spring-Monetta	8	24	14	17	9
Lady's Island Elementary	79	99	68	79	9
Jennie Moore Elementary	10	24	8	15	
St. John's Elementary		92	30	10	
Baptist Hill Elementary	6	67	12	24	
Estill Elementary	6	48	13	17	23
Camp St. Mary		16		9	8
Campobello-Gramling	39	45	49	24	14
Carlisle Elementary	30	91	74	19	24
McCelvey Elementary	5	8	5	5	5
Totals	188	569	288	240	123
Percent of total enrollment (in math or reading)	25%	75%	44%	37%	19%

The average number of skills mastered while enrolled in the program are given below in Table IX-3. These data are presented as skills per week since the term of enrollment varied so greatly.

TABLE IX-3

NUMBER OF SKILLS MASTERED PER WEEK ENROLLED

Centers	DMP	IMS	PR I	PR II	PRS
Allendale Primary	1.30	1.90	.95	1.00	*
Ridge Spring-Monetta	2.40	2.05	1.50	1.95	*
Lady's Island Elementary	1.20	1.40	1.10	*	*
Jennie Moore Elementary	.75	2.80	.80	*	3.15
St. John's Elementary	*	1.85	.90	*	*
Baptist Hill Elementary	1.25	3.15	.20	*	2.75
Estill Elementary	.55	1.25	1.55	1.50	*
Camp St. Mary	*	2.35	2.05	1.35	*
Campobello-Gramling	.75	2.60	.95	1.00	1.35
Carlisle Elementary	.75	1.90	1.55	1.60	2.30
McCelvey Elementary	.95	1.50	1.15	.70	1.60

* too few students enrolled to compile data, or evidence that data were invalid

To summarize the findings from the test data, the average placement level of the students was low, but the amount of work mastered while enrolled in the program was reasonable. When the percentages of students enrolled in each program (Table IX-2, page 27) are compared to the ages of the students (Table II-2, page 11 and Table II-3 page 12) the discrepancy is apparent. There are proportionally more students in the readiness programs than would be expected from their age placement. PR II is an upper elementary program for grades 4-6, yet fewer than one in five students placed at this level. In the judgment of the State Department of Education curriculum consultants, the amount of work mastered was commendable.

The intrastate program was evaluated by administering the appropriate levels of the Metropolitan Achievement Test in April 1974, as a pre-test and in April 1975, as a post-test. The results are summarized below in Table IX-4.

TABLE IX-4

PERFORMANCE OF INTRASTATE MIGRANT STUDENTS
ON THE METROPOLITAN ACHIEVEMENT TESTS

	Pre-test		Post-test		Gain	
Grade Level	Total Reading	Total Math	Total Reading	Total Math	Total Reading	Total Math
1-3	2.3	2.5	2.2	2.4	-.1	-.1
4	2.3	2.5	2.2	2.6	-.1	.1
5	2.6	3.0	2.7	3.0	.1	.0
6	3.7	4.0	2.9	3.2	-.8	-.8

There are several possible explanations for the low or negative gains. The tests were administered by classroom teachers or other local staff members. There was no attempt to monitor either the testing procedures or the scoring or reporting of the data. These could have been done improperly for either the pre-test, the post-test, or both. Additionally, this type of student (disadvantaged, low-achieving) often does not realize the significance of testing. Those students who do not take the test seriously, or become bored by it, may not be motivated to perform well. All of these could be reasons for the low test scores.

X. Special Areas

Career education and vocation, or both, were implemented at all but one of the districts with migrant programs during the summer of 1975. However, all centers did not offer the same activities. The breakdown given below reveals the type of activities by centers.

Aiken - Home Arts, Industrial Arts

Allendale - Pre-Vocational Counseling, Industrial Sewing, Small Gasoline Engine Repair

* Beaufort - Pre-Vocation in Ceramics, Office Occupations, Homemaking Skills, and Building Construction (Carpentry).

* Charleston - Vocational training in Woodwork, Sewing, Auto Mechanics, and Homemaking.

Hampton - Pre-Vocational and Vocational--Career Exploration, Small Engine Repairs, Woodwork (Carpentry and Painting), Basic Electricity, Masonry, Sewing, Cooking, and Child Care.

Jasper - Pre-Vocational and Vocational--Auto Mechanics, Sewing and Office Occupations.

** Spartanburg #1 - Vocational--Sewing, Woodwork, and Auto Mechanics.

** Spartanburg #2 - Vocational--Sewing, Woodwork, and Auto Mechanics.

York #1 - Career Education

* Offered vocational training in previous years

** Had a joint program

XI. Interstate Cooperation

The South Carolina Department of Education encourages involvement and cooperation with other states to insure comprehensive services for migrant children in South Carolina.

The Eastern Region Workshop on Migrant Education held in Orlando, Florida, on March 23-28, 1975, made an effort to write an Interstate State Plan. The rationale was to use this plan as a guide to writing state plans. The commonality of state plans on the east coast would assure a continuum in education. South Carolina served as one of the chair states in the development of a component of the plan.

In the National Conference on Migrant Education held in New Orleans, Louisiana on May 12-15, 1975, South Carolina served as co-chairman in the sharing of ideas and concepts that will help migrant children to develop a positive self image.

South Carolina Department of Education personnel participated in migrant in-service workshops in Georgia and Florida.

South Carolina participates in the National Migrant Student Record Transfer System. This system enables states to exchange vital data, especially health data, on migrants as they move from one state to another.

XII. Supportive Services

Table II-3 on page 12 lists the types of supportive services and the number of students by instructional levels receiving these services. An analysis of the table reveals that the majority of the migrant students were involved in attendance, health, pupil transportation, and food services.